

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PINE HILL	School: Dr. Albert Bean Elementary
Chief School Administrator: DR. KENNETH KOCZUR	Address: 70 E. 3 rd Ave Pine Hill NJ 08021
Chief School Administrator's E-mail: kkoczur@pinehillschools.org	Grade Levels: prek - 5
Title I Contact: Lea Fitzpatrick	Principal: Dan Schuster
Title I Contact E-mail: lfitzpatrick@pinehillschools.org	Principal's E-mail: dschuster@pinehillschools.org
Title I Contact Phone Number: -856-763-6900	Principal's Phone Number: 856-783-5300

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

☒ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Dan Schuster
Principal's Name

On File
Principal's Signature

4/14/15
Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 5 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 2,700,737, which comprised 94% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$2,765,145, which will comprise 97% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Salaries	1,2,4	Staff to improve instruction and interventions	100-100	\$108,449
Supplies and materials	1,3	Technology and College Readiness	100-600	\$19,260
Salaries	2,3,4	Project Success and Professional Development	200-100	\$23,005
Purchased Technical Services	4	Professional Development	200-300	\$2,555
Purchased Services	2,4	Professional Development	200-500	\$830
Supplies and Materials	2,4	Professional Development and Parent Involvement	200-600	\$3,141

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): *“The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
D. Schuster	Principal	X	X	X	On file
J. Curley	Math Teacher	X	X	X	On file
Z. Halpern	LAL Teacher	X	X	X	On file
N. Smith	LAL Coach	X	X	X	On File
D. DeGrande	Guidance Counselor	X	X	X	On File
Kathy Turcotte	LDTC	X		X	On File

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
12/2014		Needs Assessment	x		X	
4/1/2015		Plan Development	X		X	
10/14, 1/15, 2/15		Program Evaluation	X		X	

*Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The Dr. Bean School will provide educational and emotional support that closes the achievement gap at an early age, shows academic growth in each student and enhances the moral character of each student.
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SCHOOLWIDE COMPONENT: EVALUATION

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of 2013-2014 Schoolwide Program (For schools approved to operate a schoolwide program prior to 2014-2015)

1. Did the school implement the program as planned? Yes
2. What were the strengths of the implementation process? The strengths of the program was the fluidity that all of the components were connected. Technology along with benchmark development and after school activities aligned with the CITW strategies.
3. What implementation challenges and barriers did the school encounter? Ensuring that all programs are implemented with fidelity continues to be an issue
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? According to data, the classroom instruction changed to reflect CITW strategies. Further, the increase in technology has helped to motivate students
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? All stakeholders understood the importance of the relationships between the various goals and knew that in order to be considered successful there must be acceptance and buy in to all areas.

SCHOOLWIDE COMPONENT: EVALUATION

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? The staff has accepted CITW strategies. There are mixed feelings about the use of technology. This was measured through informal conversations and staff survey regarding professional development.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? The community as a whole thought that the changes were good. They especially bought into the technology and to the extended support. This was measured through informal conversations.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.). The methods were implemented in all formats. Extended help was done through small group, technology focused more on small group and individual while CITW strategies were addressed to whole classes, small group and individual instruction.
9. How did the school structure the interventions? The benchmark data and unit tests helped to define students in need of assistance. Students were then offered opportunity for extended activities, or individual activities in the classroom through technology.
10. How frequently did students receive instructional interventions? CITW strategies, instruction based on benchmark data and technology on a daily basis. Extended learning was offered 2 – 4 times a week.
11. What technologies did the school use to support the program? Wi – Fi, tablets, smart boards.

SCHOOLWIDE COMPONENT: EVALUATION

12. Did the technology contribute to the success of the program, and if so, how? Yes, teachers were able to provide interactive technology that focused more specifically on an area identified as in need.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Grade 4	16 (-1)	Unknown	REAL center, extended activities, CITW strategies, Benchmark assessment, Strategic Intervention	Although it is currently unknown, based on the benchmark data we anticipate a lower percent of partially proficient students. This is greatly due to various methods of instruction based on data.
Grade 5	9 (-3)	Unknown	REAL center, extended activities, CITW strategies, Benchmark assessment, Strategic Intervention	Although it is currently unknown, based on the benchmark data we anticipate a lower percent of partially proficient students. This is greatly due to various methods of instruction based on data.
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Grade 4	9 (+6)	Unknown	REAL center, extended activities, CITW strategies, Benchmark assessment	Although there was an increase in partially proficient students, we feel that the benchmark data shows increase in achievement for students.
Grade 5	4 (+2)	Unknown	REAL center, extended activities, CITW strategies, Benchmark assessment	Although there was an increase in partially proficient students, we feel that the benchmark data shows increase in achievement for students.

SCHOOLWIDE COMPONENT: EVALUATION

Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency.
Pre-Kindergarten	N/A	N/A		
Kindergarten	3 (-11)	Unknown	LLI, Small group support, interactive technology, CITW strategies	The expectations of academic rigor were raised. And supports were put in place.
Grade 1	4 (-5)	unknown	LLI, Small group support, interactive technology, CITW strategies	The expectations of academic rigor were raised and the supports put in place were effective.
Grade 2	3 (-4)	unknown	LLI, Small group support, interactive technology, CITW strategies	The expectations of academic rigor were raised and the supports put in place were effective.
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided <u>did</u> or <u>did not</u> result in proficiency.
Pre-Kindergarten	N/A	N/A		
Kindergarten	11 (+3)	unknown	Extended activities, CITW, Small Group differentiated instruction	Interventions did result in an overall increase in student achievement, however the baseline was lower.
Grade 1	2 (-5)	unknown	Extended activities, CITW, Small Group differentiated instruction	Interventions did result in a high percent of proficiency. Small group differentiated instruction allowed teachers

SCHOOLWIDE COMPONENT: EVALUATION

				to use data to drive instruction and focus on areas of need.
Grade 2	8(-1)	unknown	Extended activities, CITW, Small Group differentiated instruction	Interventions did result in a high percent of proficiency. Small group differentiated instruction allowed teachers to use data to drive instruction and focus on areas of need.
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement Implemented in 2013-2014

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Guided Reading, LLI, Strategic Intervention	ELA	Y	Guided Reading levels or benchmark assessment	Guided reading levels, STAR reading, Benchmark assessment
CITW, Interactive Technology	Mathematics	Y	Increase/maintain % of students performing at grade level or benchmark assessment.	Power Walk Through data, Benchmark assessments
Inclusion, lesson rigor	Students with Disabilities	Y	Increase/maintain % of students performing at grade level or benchmark assessment.	Benchmark Assessments, SGO, Power Walk through Data
	Homeless/Migrant			
	ELLs			

Extended Day/Year Interventions Implemented in 2013-2014 to Address Academic Deficiencies

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Guided reading, LLI	ELA		STAR data showed	Guided Reading Levels, Benchmark Assessment, STAR reading assessment
Tutoring, REAL	Mathematics			Benchmark Assessment
	Students with			

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
	Disabilities			
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Interventions and Strategies

Professional Development Implemented in 2013-2014

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
CITW Strategies, Technology	ELA	Y	Power Walk Through data, Benchmark Data, SGO's	
CITW Strategies, Technology	Mathematics	Y	Power Walk Through data, Benchmark Data, SGO's	
CITW Strategies, Technology	Students with Disabilities	Y	Power Walk Through data, Benchmark Data, SGO's	
	Homeless/Migrant			
	ELLs			

Family and Community Engagement Implemented in 2013-2014

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Parent nights, online access, Edline, Summer Reading	ELA	Y	% of students who access edline, complete summer reading projects, attend parent nights.	Increase in number of students who complete summer reading. Maintain number of parents attending nigh activities.
Parent nights, online access, Edline	Mathematics	Y	% of parents who access online EnVisions, attend parent nights.	Increase in number of students who complete summer reading. Maintain number of parents attending nigh activities.
	Students with Disabilities			
	Homeless/Migrant			

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

☒ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

____D. Schuster____
Principal's Name

____On File____
Principal's Signature

____4/15/15____
Date

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . ."

2015-2016 Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2015-2016 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Benchmark Assessment, NJASK, STAR data	With the increase in academic rigor and expectations it is difficult to compare. Based on guided reading level alone, our students are at a higher level than years past. Further, NJASK4 & 5 data shows a minimal amount of students partially proficient 2 years in a row.
Academic Achievement - Writing	NJ ASK, Story Town benchmarks, state writing rubrics, writing portfolios.	Meet Annual Measureable Objectives set by the NJ DOE. Data analysis of benchmarks and writing samples show school wide growth. Specific students still struggle with providing sufficient details, examples, and evidence from text when developing a response.
Academic Achievement - Mathematics	NJ ASK, EnVisions benchmarks, STAR math assessments.	Meet Annual Measureable Objectives set by the NJ DOE. ASK results show most students reaching high levels of proficiency. EnVision and STAR math data shows most students reaching grade level proficiency. However, Benchmark assessments and teacher observation indicate there is a need for and instructional focus on higher-order reasoning to continue with adequate academic growth.
Family and Community Engagement	Sign in Sheets, feedback	Monthly Site Council meetings, Three Title I reading / writing/ math nights, ten parent / community activity nights held at school.
Professional Development	Survey	Professional Development Committee plans professional development based on student data and staff responses on survey. All professional development opportunities reflect necessary growth opportunities based on instructional needs and areas of students' academic weaknesses.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Homeless	N/A	
Students with Disabilities	NJ ASK, Story Town benchmarks, Star reading assessments, writing portfolios.	Meet Annual Measureable Objectives set by the NJ DOE. Story Town benchmarks and writing portfolios demonstrate academic growth for most students in this sub-group. However, students continue to struggle with higher –order mathematics and writing tasks on the NJ ASK.
English Language Learners	ACCESS for ELLS	Meet Annual Measureable Objectives as listed in Title III requirements.
Economically Disadvantaged	NJ ASK, Story Town benchmarks, Star reading assessments, writing portfolios.	Meet Annual Measureable Objectives set by the NJ DOE. The Economically Disadvantaged sub group showed academic growth on the NJ ASK in language arts. Story Town benchmarks and writing portfolios also demonstrate sufficient academic growth in writing for most students in this sub-group.
School Climate and Culture	Survey	Team meetings, professional, shared decision making community, shared leadership team, and Olweus anti-bullying program all lead to a positive learning community for students and staff.
Leadership	Survey	Positive results and shared leadership through Principal’s Advisory Committee and school site council.
School-Based Youth Services	N/A	

2015-2016 Needs Assessment Process *Narrative*

1. What process did the school use to conduct its needs assessment? Throughout the year the teachers met in professional learning communities to discuss data and determine areas of intervention that were working and those that needed adjustment.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2. What process did the school use to collect and compile data for student subgroups? There were benchmark assessments given throughout the year. Further, the STAR assessment was used to determine which students needed further interventions.
3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?¹ The STAR data is norm referenced, the math and reading benchmark assessments are based on the Envisions and Story Town program.
4. What did the data analysis reveal regarding classroom instruction? In the primary grades it has proven that the more student/teacher contact time often results in higher student achievement. Secondly, increasing the rigor and expectations has yielded more students being on grade level.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? The professional development in previous years had focused on programs and ensuring the curriculum was being met. This has had a positive effect, however utilizing the CITW strategies focuses on a way of implementing all instruction and has changed how teachers are teaching more than what they are teaching.
6. How does the school identify educationally at-risk students in a timely manner? Multiple measures are used to initially identify at-risk students and then ongoing benchmark assessment, an effective I&RS team and teacher input helps to ensure that students are consistently identified in a timely manner.
7. How does the school provide effective interventions to educationally at-risk students? Students who are educationally at risk are identified and those students are given extra student-teacher contact time in small group instruction that utilizes data to drive the learning objectives.
8. How does the school address the needs of migrant students? N/A

¹ Definitions taken from "Understanding Research Methods" by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

9. How does the school address the needs of homeless students? Our homeless population is minimal and is addressed through providing the transportation and consistency necessary to promote a positive educational experience.
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Teachers meeting regularly throughout the year in professional learning communities. They are given the opportunity to critique the assessments on a regular basis and there is an annual revision to the assessments each summer.
11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? Teachers meet regularly for vertical articulation and to ensure that each grade level is aware of what the other grade level expectations. Students in the 5th grade meet with the middle school teachers and principal to discuss academic and behavioral expectations.
12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? Based on the data that was provided and the school goal of increasing math and reading scores as well as meeting the students' growth objective.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Professional development to modify benchmark assessments and unit assessments that align with the Common Core to raise the level of academic rigor and expectations.	Provide staff development on research based instructional strategies; may include training such as CITW, co-teaching, etc.
Describe the priority problem using at least two data sources	Current assessments and classroom instruction aligned to the assessments need to be revised to align with the common core and realistic pacing guide.	Learning walk data reports and McREL observation reports show a need to increase the frequency in which teachers are utilizing certain research based instructional strategies.
Describe the root causes of the problem	Current benchmarks need to be adjusted to ensure they align with the new Core Standards and do provide the necessary level of academic rigor necessary for high levels of academic growth.	Teachers need to refine the practices through professional development to implement research based strategies on a consistent basis.
Subgroups or populations addressed	All subgroups.	All subgroups
Related content area missed	Language Arts and Math	Language arts and math
Name of scientifically research based intervention to address priority problems	Grant Wiggins <i>Backward Design</i> .	Classroom Instruction that Works, 2 nd edition, outlines 10 research based instructional strategies.
How does the intervention align with the Common Core State Standards?	All new assessments are being developed to meet all required Common Core Standards.	All strategies support effective teaching practices aligned to necessary academic rigor to meet the new Core Standards.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Create opportunities for extended learning.	Utilize technology to provide 21 st century content and skills to improve students' college and career readiness.
Describe the priority problem using at least two data sources	Socio-economic sub-groups and special education sub-groups continue to be a high percentage of partially proficient on NJ ASK.	Results of CITW SMART goal data Results of McRel Walkthrough and Teacher Evaluations data Results of NJ School Performance Overview
Describe the root causes of the problem	Students need a structured environment after school to complete homework, review key learning, and address academic areas that are deficient.	Technology training for staff is necessary in order to ensure best practices in utilizing technology as a seamless instructional strategy.
Subgroups or populations addressed	All students at risk. (socio-economic and special ed. sub-groups are first priority).	All subgroups
Related content area missed	Math and language Arts	ELA and Mathematics
Name of scientifically research based intervention to address priority problems	IES Practice Guide "Structuring Out-of-School Time to Improve Academic Achievement", Recommendation 3: Adapt instruction to individual and small group need.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: Maintain a consistent focus on improving instruction.
How does the intervention align with the Common Core State Standards?	Instruction during program will align with the Common Core State Standards.	Directly aligns with 21 st Century Content and Skills

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
*Modify curriculum, benchmark and unit tests to ensure alignment to Common Core Standards	ELA	All	Teachers, curriculum coordinator, reading specialist	Benchmarks and unit tests will be reviewed to ensure necessary academic rigor (aligned to Common Core Standards) and allow for meaningful teacher student growth objectives (SGO's)	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
*Modify curriculum, benchmark and unit tests aligned to Common Core Standards	Mathematics	All	Teachers, curriculum coordinator, math specialist	Benchmarks and unit tests will be reviewed to ensure necessary academic rigor (aligned to Common Core Standards) and allow for meaningful teacher student growth objectives (SGO's)	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
21 st Century Skills and Content though technology applications: technology devices and training	ALL	All teaching staff; All students	Principal; Teachers; Curriculum Coordinator	McRel Walkthrough data; NJASK, PARCC; Benchmark; Instructional Practice; Teacher Evaluation; STAR Reading	Benton Foundation (2002).Great expectations: Leveraging America's investment in educational Technology. Washington, D.C.: Benton Foundation. The Bertelsmann Foundation and the AOL Time Warner Foundation.(2002, March). 21st century literacy in a convergent media world.White paper from the 21st Century Literacy Summit: Berlin. http://www.21stcenturyliteracy.org . Biancarosa, G., and Snow, C. E. (2004.) Reading next—A vision for action and research in middle and

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					high school literacy: A report to Carnegie Corporation of New York. Washington,DC: Alliance for Excellent Education
*Modify curriculum, benchmark and unit tests aligned to Common Core Standards	ELA	All	Teachers, curriculum coordinator, reading specialist	Benchmarks and unit tests will reviewed to ensure necessary academic rigor (aligned to Common Core Standards) and allow for meaningful teacher student growth objectives (SGO's)	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.
*Modify curriculum, benchmark and unit tests aligned to Common Core Standards	Mathematics	All	Teachers, curriculum coordinator, math specialist	Benchmarks and unit tests will reviewed to ensure necessary academic rigor (aligned to Common Core Standards) and allow for meaningful teacher student growth objectives (SGO's)	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.
21 st Century Skills and Content though technology applications: Technology devices and training	ALL	All teaching staff; All students	Principal; Teachers; Curriculum Coordinator	McRel Walkthrough data; NJASK; PARCC; Benchmark; Instructional Practice; Teacher Evaluation; STAR Reading	Benton Foundation (2002).Great expectations: Leveraging America's investment in educational Technology. Washington, D.C.: Benton Foundation. The Bertelsmann Foundation and the AOL Time Warner Foundation.(2002, March). 21st century literacy in a convergent media world.White paper from the 21st Century Literacy Summit: Berlin. http://www.21stcenturyliteracy.org . Biancarosa, G., and Snow, C. E. (2004.) Reading next—A vision for

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					action and research in middle and high school literacy: A report to Carnegie Corporation of New York. Washington,DC: Alliance for Excellent Education
Staff to improve instruction and work with at-risk students on various interventions	ELA and Mathematics	ALL	Principal	Achievement on unit and benchmark assessments as well as state assessment	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.

*Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Project Success	ELA	All At Risk	Principal, teachers	Increase in student academic growth on benchmark assessments and STAR	IES Practice Guide “Structuring Out-of-School Time to Improve Academic Achievement”, Recommendation 3: Adapt instruction to individual and small group need.
Project Success	Mathematics	All At Risk	Principal, teachers	Increase in student academic growth on benchmark assessments and STAR	IES Practice Guide “Structuring Out-of-School Time to Improve Academic Achievement”, Recommendation 3: Adapt instruction to individual and small group need.
		Homeless Migrant			

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
CITW Strategies professional development	ELA	All Faculty	Curriculum Coordinator, EIRC	Use of research based instructional strategies increases over course of school year. Measured by McRel Power Walk Thru data reports and staff SMART goals.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.
CITW Strategies professional development	Mathematics	All Faculty	Curriculum Coordinator, EIRC	Use of research based instructional strategies increases over course of school year. Measured by McRel Power Walk Thru data reports and staff SMART goals.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.
		Homeless Migrant			
CITW Strategies professional development	Mathematics ELA	ELL	Curriculum Coordinator, EIRC	Use of research based instructional strategies increases over course of school year. Measured by McRel Power Walk Thru data reports and staff SMART	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				goals.	improving instruction.
CITW Strategies professional development	ELA	All Faculty	Curriculum Coordinator, EIRC	Use of research based instructional strategies increases over course of school year. Measured by McRel Power Walk Thru data reports and staff SMART goals.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.
Data Analysis Meetings, Needs Assessment of PD	ELA	Students with Disabilities	Reading specialist, math specialist	Benchmark, NJ ASK/PARCC, Creation of SMART goals for grade level teams or departmentalized teams	Research based programs aligned to NJ CCCS. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCD
Standards based assessments and curriculum	All	All	Teachers	Revision of standards based assessments for district courses	Standards based assessments aligned to CCSS. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCD
21 st Century Skills and Content though technology applications: Technology Training	ALL	All teaching staff; All students	Principal; Academic Supervisor	McRel Walkthrough data; NJHSPA; Benchmark; HSPA Diagnostic; STAR Reading	Benton Foundation (2002).Great expectations: Leveraging America's investment in educational Technology. Washington, D.C.: Benton Foundation.

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of Schoolwide Program

(For schools approved to operate a schoolwide program beginning in the 2014-2015 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? The reading specialist, Math specialist and principal will internally conduct a review of the program.
2. What barriers or challenges does the school anticipate during the implementation process? Transfer students, unidentified special education students, at home risk factors.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Provide information to parents and encourage participation in child's education
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Informal Survey, PWT to demonstrate CITW strategies.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Informal survey, participation in evening parent nights, participation in nightly learning logs.
6. How will the school structure interventions? Focus will be on lower grade level at risk students and work to higher grade levels.

SCHOOLWIDE COMPONENT: Reform Strategies

7. How frequently will students receive instructional interventions? Daily.
8. What resources/ technologies will the school use to support the schoolwide program? Title 1 money, PWT data, CITW PD, personnel.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Benchmark assessment, STAR reading, Guided Reading levels.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? School Site Council meetings.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Parent Teacher Organization	ELA / Mathematics	All	Principal, parents, teachers	Growth of Parent Teacher Organization that supports academic and social needs of the school.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.
Literacy Night: Summer Reading Olympics	ELA	All	LAL specialists, media teacher	Parent understanding of importance to reading and taking place in higher level thinking activities over the summer.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.
EnVisions Web Site	Mathematics	All	Math Specialist, computer teacher	Parent and students utilize website for math support – homework, etc.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.
Edline	ELA / Mathematics	All	Tech. Dept.	Parent and students utilize portal information on grades, assignments, etc.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
		ELL			
Parent leadership	ELA/Math	Students with Disabilities	Director Special Services	Increase in parental attendance and input.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? Keeping the parents informed of the expectations of the students will help foster a positive working relationship that stresses a focus on education.
2. How will the school engage parents in the development of the written parent involvement policy? Through the school site council, home and school association and ongoing invitations for involvement.
3. How will the school distribute its written parent involvement policy? This will be sent home with each student in the first day packet.
4. How will the school engage parents in the development of the school-parent compact? Through the school site council and various title one parent involvement meetings.
5. How will the school ensure that parents receive and review the school-parent compact? A required signature of receipt.
6. How will the school report its student achievement data to families and the community? Through the state school report card, presentation to the BOE and school site council.
7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

Through the state school report card, presentation to the BOE and school site council.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

- 8.** How will the school inform families and the community of the school's disaggregated assessment results? Through the state school report card, presentation to the BOE and school site council.
- 9.** How will the school involve families and the community in the development of the Title I Schoolwide Plan? Through invitation.
- 10.** How will the school inform families about the academic achievement of their child/children? Edline, progress reports and conferences.
- 11.** On what specific strategies will the school use its 2014-2015 parent involvement funds? These funds will be utilized to help deliver our parent Title I meetings and parent literacy nights. Money will also be used for consultants to present information to parents as well as incentives to entice parents to attend the events. Money will be used to help foster at home reading with students.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	30	Grade level teaming; focus on success and building on that; teacher empowerment and involvement in decision making process; teacher leadership roles; professional development based on teacher feedback and needs; mentoring program.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	2	Grade level teaming; focus on success and building on that; teacher empowerment and involvement in decision making process; teacher leadership roles; professional development based on teacher feedback and needs; mentoring program.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0	
	0%	

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Salary guide and content area teams/learning communities/ effective professional development that promotes shared decision making and supports a true learning community.	BOE, Superintendent, Curriculum Coordinator, Principal, Staff